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for which it is planned. The plan of the book is best understood from the authors' explanation of the structure of the chapters:

First in each chapter some undertaking in communication is presented as attractively as possible, means of carrying out the undertaking are considered, provision is made for actual speaking or writing involved, and the learners are led to estimate the degree of their own success and to discover as far as possible the causes of success and failure. From this consideration of the effective and undesirable in the pupils' expression the second part of the chapter develops a specific problem of form, and helps the learners to work out its solution. When the nature of this solution permits, there is provided formal drill in its application sufficient to make the learners certain in their knowledge of what is right. . . . The third step in each chapter is the presentation of more composition undertakings. Shortly, as a fourth step, a second problem of form is developed and solved. In most of the chapters one of the problems lies in the field of rhetoric and the other in that of grammar or of mechanics. The fifth and last portion of the chapter—usually more than half—consists of further practice in actual communicating, so chosen as to call for the use of the principles taught in the second and fourth steps and so conducted as to make evident the influences of the principles in those activities [p. vii].

The book is addressed to the pupil. The unusually detailed directions will prove invaluable to the inexperienced or overworked teacher but may prove burdensome to the teacher with initiative. The informality of the method of suggestion of theme subjects is a delightful departure from the old list of topics. The presentation of rhetoric, grammar, and mechanics is based on usage rather than logic, although the logic of the various principles is taught inductively.

There can be little doubt that this book is a thoughtful work and that it will be of interest to great numbers of teachers who are facing the problem of what to teach and how in junior high school English.

MARTHA JANE MCCOY

A popular discussion of evolution.—A revival of the so-called "evolution versus religion" controversy is at present arousing nation-wide interest, both in religious and scientific circles. A recent book¹ by Dr. William M. Goldsmith answers for the general reader many of the arguments of those opposing evolution. The author has taken the side of the vitalistic, rather than that of the mechanistic, evolutionist, i.e., back of the evolution is a creator, and evolution merely explains the method of creation.

It is the opinion of the author that the scientists have been greatly misrepresented regarding their attitude toward evolution. *The Laws of Life* states, "Evolution neither eliminates God nor does it teach that monkeys are the ancestors of man" (p. 51). "To admit evolution does not mean the denial

¹ WILLIAM M. GOLDSMITH, *The Laws of Life*. Boston: Richard G. Badger, 1922. Pp. 442. \$4.00.

of a supreme creator and ruler of the universe. Quite the reverse! Evolution connotes a system and condemns the idea of a blind unliving force. . . . There is a grandeur in this view of life, with its several powers having been originally breathed by the creator" (p. 117). "Yesterday, the ministers of every civilized land viewed evolution as a bitter foe, while the scientists were thought to be atheists. Today, the most learned religious leaders are seeing religion reflected in evolution, and the evolutionists through their interpretation of the natural laws are becoming more ardent believers in a supreme ruler of the universe" (p. 420).

As is suggested by the significant title, the book covers a wide range of subjects dealing with plant, animal, and human life. A great part of the book deals with human inheritance and the various methods and possibilities of improving the race by the application of systematic eugenic principles. The various human characteristics have been found to follow the Mendelian law of inheritance.

The book gives in the "Chart of Ages" the dominant plant and animal life for each age. The last age, rightly called the Psychozoic Age, is dominated by man. The author, after discussing the rise and fall of various geologic masters, asks the questions, "Has man reached the limit of his possibilities, or has he just begun to ascend the scale of human perfection? If evolution continues in the future as it has in the past, what type of being may be expected when the present inhabitants of this earth have passed into oblivion? . . . Man is the all-dominating power today. Who is the imaginary superman of tomorrow? Shall science or religion answer this supreme question?" (p. 128). The last chapter very fittingly is entitled, "Moulding the Superman."

While in the opinion of the reviewer the author shows too much pessimism in his choice of illustrations of human defectives, it is for the purpose of impressing a message. Under one of the illustrations this significant statement is given: "If you were one of these people, and should come to the realization of your condition for only two minutes, what would you say to careless "civilized" man? . . . The American people are spending millions of dollars every year in caring for the defectives, but comparatively nothing is being invested in "cause and prevention" (p. 414).

Because of the close relationship existing between eugenics and public morals, the social workers, ministers, and members of other professions should consider eugenics as a co-worker with the various social factors and the church. *The Laws of Life* will be found very helpful to those interested in this phase of human progress.

The book should also prove to be especially valuable to the teachers of biological sciences in high schools, since it is an attempt to introduce to the American public the fundamental biological principles in a non-technical and comprehensive manner.

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